

***California  
Commission on Teacher Credentialing***

***Meeting of  
October 3-4, 2001***

**AGENDA ITEM NUMBER:**        **PREP - 6**

**COMMITTEE:**                    **Preparation Standards Committee**

**TITLE:**                            **Proposed Adoption of Standards of Quality and  
Effectiveness for Blended Programs of  
Undergraduate Teacher Preparation**

**XX** **Action**

       **Information**

       **Report**

**Strategic Plan Goal(s):**

- Goal 1:**        **Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the preparation of professional educators
  - Sustain high quality standards for the performance of credential candidates

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# **Proposed Adoption of Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation**

## **Professional Services Division**

**September 17, 2001**

### **Executive Summary**

In August, 1998, the California Commission on Teacher Credentialing adopted Interim Standards for Blended Programs of Undergraduate Teacher Preparation. At that time, the Commission also launched an extensive standards and assessment development effort that led to the adoption by the Commission in September, 2001, of Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and Professional Teacher Preparation Programs. The SB 2042 and Elementary Subject Matter advisory panels in their final months of work on these standards considered the Interim Standards for Blended Programs and recommended that the Blended Program standards be revised and added to each of the elementary subject matter and professional teacher preparation standards, becoming part of those standards for institutions seeking accreditation of Blended Programs. The Blended Program standards were then finalized for consideration and adoption by the Commission in October.

### **Fiscal Impact Summary**

The costs associated with developing and implementing new standards were estimated to be incurred over multiple years, and are included in the agency's base budget.

### **Policy Issue To Be Decided**

Should the Commission adopt the proposed Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation as additions to the Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and Professional Teacher Preparation Programs?

### **Recommendation**

That the Commission adopt the proposed Standards of Quality and Effectiveness for Blended Programs for Undergraduate Teacher Preparation as additions to the Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and Professional Teacher Preparation Programs.



# **Proposed Adoption of Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation**

## **Preparation Standards Committee**

**September 17, 2001**

### **Summary**

During the first half of 1998, a select group of teachers, teacher educators and subject matter experts developed drafts of Interim standards for Blended Programs of Undergraduate Teacher Preparation. They met in June to develop nine interim standards that were subsequently adopted by the Commission in August, 1998. The Commission also authorized colleges and universities with approved subject matter and accredited professional preparation programs to participate in an accelerated accreditation process for the implementation of Blended Programs of Undergraduate Teacher Preparation. Resources were made available for institutions to plan the development of these programs. With the subsequent development of revised standards for Elementary Subject Matter Preparation and Professional Teacher Preparation programs, the interim Blended Program standards were considered and revised in July, 2001 by the Elementary Subject Matter and SB 2042 advisory panels charged with developing those standards. Staff recommends that the Commission adopt the proposed Blended Program Standards for inclusion with the Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and for Professional Teacher Preparation Programs. The proposed standards are provided as Attachment 1.

### **Development Of Interim Standards For Blended Programs Of Undergraduate Teacher Preparation**

In 1997, the California Commission on Teacher Credentialing completed the most comprehensive review of teaching credential policies in California history (SB 1422). In this review, the Commission was assisted effectively by a 24-member Advisory Panel consisting of K-12 teachers, education professors, school administrators, university deans, school board members and parents. The Commission asked the Advisory Panel to examine all aspects of the learning-to-teach process and to recommend a comprehensive package of reforms that would improve teacher recruitment, preparation, effectiveness, satisfaction and retention. In August, 1997, the Advisory Panel presented its final report to the Commission, entitled *California's Future: Highly Qualified Teachers for All Students*. The report included a recommendation that the Commission encourage colleges and universities to establish Blended Programs of subject matter preparation and professional preparation for teacher candidates who decide early in their undergraduate education that they would like to be teachers. While colleges and universities had not

been prohibited from developing such programs in the past, there had been some confusion about what the law allowed with regard to undergraduate teacher preparation.

Following in-depth analysis and discussion of the Panel's recommendations, the Commission included a provision in its omnibus legislation (SB 2042) which was signed into law in September, 1998 that encouraged institutions to offer Blended Programs. While SB 2042 was being considered in the Legislature, the Commission asked an Advisory Task Force to develop *Interim Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation*. The membership of this Advisory Group is listed in Table 1.

**Table 1. Advisory Task Force on Interim Standards for Blended Programs of Undergraduate Teacher Preparation**

<b>Jack Beninga, Chair</b> Literacy and Early Development Dept. California State University, Fresno	<b>Mark Cary, Teacher</b> Patwin Elementary School Davis Unified School District
<b>Bob Cichowski, Coordinator</b> Liberal Studies Cal Poly San Luis Obispo	<b>Cherie DeJong, Associate Professor</b> Dept. of Curriculum and Instruction California State University, Los Angeles
<b>Marilyn Draheim, Chair</b> Curriculum and Instruction University of the Pacific	<b>Crystal Gips, Associate Dean</b> College of Education California State University, Northridge
<b>Ed Kujawa, Director</b> Multiple Subjects and Special Education University of San Diego	<b>Bridgett Lewin, Science Instructor</b> Multiple Subjects Program University of California, Santa Barbara
<b>Ann Littman, Teacher</b> Hollow Hills Elementary School Simi Valley Unified School District	<b>Sheila McCoy, Professor</b> Department of Liberal Studies Cal Poly Pomona
<b>Iris Riggs, Associate Dean</b> School of Education California State University, San Bernardino	

This Advisory Committee developed draft interim standards for Blended Programs during 1997-1998. These *Draft Interim Standards for Blended Programs of Undergraduate Teacher Preparation* were presented initially to the Performance Standards Committee as an information item in July, 1998 and subsequently to the entire Commission for approval in August, 1998. The *Interim Standards for Blended Programs of Undergraduate Teacher Preparation* are provided in Appendix A of this report.

### **Initial Pilot Implementation of the *Draft Interim Standards for Blended Programs of Undergraduate Teacher Preparation***

The Commission and its Committee on Accreditation established a process whereby institutions could obtain "accelerated approval" of Blended Programs while they

completed a full response to the Commission's *Interim Standards*. Accelerated approval enabled eligible institutions (i.e., those postsecondary institutions that already had approved subject matter preparation and accredited programs of professional preparation for Multiple and Single Subject Teaching Credentials) to begin offering Blended Programs to undergraduate candidates while their responses to the standards were in preparation. Ten institutions requested and received accelerated approval, of which eight to date have received final approval from the Committee on Accreditation.

The Commission's 1998-99 budget included \$350,000 to provide grants to public colleges and universities seeking accelerated approval to develop Blended Programs of Undergraduate Teacher Preparation. Four institutions that had received \$50,000 grants through the CSU Institute for Education Reform in the fall of 1998 to develop Blended Programs of Undergraduate Teacher Preparation were not eligible for this additional funding. A proposal review team consisting of Commission staff, representatives from postsecondary institutions, and K-12 practitioners was convened to read and evaluate all proposals received. Seven institutions received \$50,000 grants for planning one or more Blended Programs. Six of the seven have subsequently been approved by the Committee on Accreditation.

### **Expansion of Blended Program Grants under the Title II State Teacher Quality Enhancement Grant, 1999-2001**

Expansion of Blended Programs of Undergraduate Teacher Preparation has been accomplished through several Requests For Proposals (RFPs) using resources from California's Title II Teacher Quality Enhancement State Grant. The first of these was an RFP issued on February 5, 2000 for public and private institutions with teacher preparation programs interested in planning a Blended Program of Undergraduate Teacher Preparation. A review panel composed of experts in the field from colleges and universities as well as several Commission staff met initially to review these proposals on April 6, 2000. Readers participated in a training process that included a review of the RFP, a review of the proposal evaluation criteria, and several calibration exercises applying the criteria in common to proposal samples. Readers were paired off and assigned three proposals each to read and score over the course of the next week. Recommendations were subsequently made to the Commission and eleven proposals were approved for funding. These programs have all completed their development, responded fully to the *Interim Standards* and have been accredited.

A second RFP, issued in February, 2001, resulted in Blended Program planning grants issued to four additional institutions. A third RFP competition for planning grants for Blended Programs of Undergraduate Teacher Preparation using the *Draft Interim Standards* is currently open, with planning grant proposals due by October 2, 2001. Fourteen institutions have indicated their intent to submit proposals. A final competition under Title II Teacher Quality Enhancement State Grant funds is planned for spring, 2002.

## Summary of Pilot Implementation Status to Date

Table 2 below lists the Blended Programs that are presently approved by the Commission. Table 3 lists those that are still in development.

**Table 2. Blended Programs Approved As of August, 2001**

<b>Institution</b>	<b>Date Approved</b>	<b>Program Type</b>
United States International Univ.	6/00	MS/CLAD
CSU Los Angeles	6/00	MS/CLAD/Ed Specialist
CSU Fullerton	6/00	MS/CLAD Ed Specialist
CSU Stanislaus	6/00	MS/Ed Specialist
Humboldt State University	6/00	MS
CSU Long Beach	6/00	MS/CLAD
CSU Dominguez Hills	6/00	MS
CSU Bakersfield	6/00	MS/B/CLAD
San Francisco State	8/00	MS/CLAD
CSU Fresno	1/01	MS
Cal Polytechnic San Luis Obispo	1/01	MS/C/BCLAD
CSU Chico	1/01	MS
CSU Sacramento	1/01 1/01	Single Math MS
CSU Northridge	4/01	MS/CLAD Ed Specialist
UC Berkeley	4/01	Single/Math
CSU Hayward	6/01	MS/CLAD
San Diego State	6/01	MS
CSU San Bernardino	6/01	MS/CLAD
CSU Northridge	6/01	Single/English Single/Math
CSU Los Angeles	8/01	Single Science
Cal Polytechnic Pomona	8/01	MS/Bilingual
Dominican University	8/01	MS
UC Riverside	8/01	MS/C/BCLAD
Sonoma State	8/01	MS
CSU San Marcos	8/01	MS



**Table 3. Blended Programs in Development As of September, 2001**

<b>Institution</b>	<b>Program Type</b>
St. Mary's	MS/C/BCLAD
San Jose State	MS
Humboldt State	MS/CLAD
Stanford University	Single English
UC Davis	Single Math
Hope International	MS/CLAD
CSU Fresno	Single PE
CSU Fresno	Ed Specialist Mild/Mod
San Francisco SU	CAD/MS/CLAD
CSU Chico	Single PE/Specialist; Adapted PE
Cal Lutheran	CAD/MS/CLAD
CSU Monterey Bay	MS/C/BCLAD; Ed Specialist

### **Connecting Blended Standards to the Revised Elementary Subject Matter and Professional Teacher Preparation Standards**

In September 1998, the California Commission on Teacher Credentialing launched an extensive standards and assessment development effort that led to the development of revised Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and for Professional Teacher Preparation Programs. Two panels, the Elementary Subject Matter advisory panel and the SB 2042 advisory panel, were assembled to develop new standards for Elementary Subject Matter and Teacher Preparation Programs, respectively. In January 2001, field reviews of draft versions of these standards were approved by the Commission. In July, 2001, a summary and analysis of field review findings were presented to the Commission. During July and August 2001, the draft standards were revised, based on field review findings and direction from the Commission. The final draft standards for each program were adopted at the September 2001 meeting of the Commission.

Since future Blended Programs will necessarily need to meet both of these sets of revised standards, the SB 2042 and Elementary Subject Matter advisory panels were also asked prior to the completion of their work to examine the interim Blended Program standards and make recommendations regarding their structure, content and potential integration into the new Elementary Subject Matter and Professional Teacher Preparation standards.

At the February 13-14, 2001 joint meeting of these two panels, each panel had the opportunity to examine the other panel's draft standards as well as the interim Blended Program standards. The panelists also examined the interim Blended Program standards for currency (i.e., whether the descriptions of normative practice present in the interim standards were still needed and whether the existing standards should be reorganized).

They determined that some of the Interim Standards should be combined and reorganized.

The panels also considered the following questions:

- 1) Should the Blended Program standards be maintained as a separate set of standards, integrated within appropriate standards and their elements in both sets of revised standards, or appended to both revised sets of standards?
- 2) Should the Blended Program standards contain Required Elements similar to those found in both sets of revised standards?

The combined panels came to the following decisions:

- The Blended Program standards should be kept as a distinct set and be appended to the sets of the Elementary Subject Matter Preparation and Professional Teacher Preparation standards.
- The Blended Program standards would focus only on attributes not addressed in the Elementary Subject Matter Preparation and Profession Teacher Preparation Program standards.
- The Blended Program standards would not include Required Elements, as the newly adopted revised standards already contained full descriptions of the essential elements needed for their implementation.

As an illustration of why Blended Program Required Elements would be redundant, consider the following Blended Program Draft Standard 5: Collaboration.

***Blended Program Standard 5: Collaboration***

*The overall design and implementation of the Blended Program result from demonstrated, fully supported collaboration based on shared decision-making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. Blended Programs include the active involvement of K-12 educators in curriculum development and program implementation. Where appropriate, the four-year institution works jointly with selected community colleges to develop a seamless transfer program.*

These issues are addressed in Professional Teacher Preparation Program Standard 2 (Collaboration in Governing the Program). That standard is followed by seven Required Elements further explicating the standard. Other requirements for collaboration are specified within Standard 7 (Preparation to Teach Reading-Language Arts). Likewise, the Elementary Subject Matter standards also specify how collaborations will contribute to the development and implementation of those programs. Collaborations are specified in Standard 1 (Program Philosophy and Purpose, Required Element 1.4), Standard 5

(Effective Curriculum, Teaching and Assessment Practices, Required Element 7.5), and Standard 11 (Resources for the Subject Matter Programs, Required Element 11.1).

### **Developing the Final Draft Blended Program Standards**

Following the recommendations from the joint panels, a subcommittee composed of members from both panels took that input, met twice to revise the Blended Program standards, and presented them to the joint panels at the July 19, 2001 meeting. After further discussion and refinements, the draft standards were agreed to and are being recommended for adoption by the Commission at its October, 2001 meeting. If adopted by the Commission, they will appear within the printed booklets containing the Standards for Elementary Subject Matter Preparation and Professional Teacher Preparation Programs, and will form part of the requirements for institutions seeking accreditation for Blended Programs.

The Draft Blended Program Standards are provided herein as Attachment 1.



## Appendix A: Interim Standards for Blended Programs of Undergraduate Teacher Preparation

**Interim Standard 1: Concurrent Curriculum.** In a *concurrent curriculum*, pedagogical studies at the four-year campus begin *while* an undergraduate candidate's subject matter studies are taking place. The candidate earns academic credit toward the baccalaureate degree by completing selected pedagogical courses during the undergraduate years. Beginning as early as the candidate's first year in the program, s/he completes selected education courses concurrently with related subject matter courses, or courses that blend subject matter and pedagogy.

**Interim Standard 2: Connected Curriculum.** In the delivery of a connected curriculum, institutional faculty draw intellectual connections between (a) the major themes (concepts, principles, and ways of knowing) of discipline-based and interdisciplinary studies and (b) key ideas about education, teaching, and learning. Faculty guide undergraduate candidates to think pedagogically about major themes in selected subject matter courses. In the program, candidates observe and reflect on how content is taught in selected K-12 schools. Overall, the connected curriculum is designed and implemented as a means of expanding and extending candidates' content and pedagogical knowledge and understanding.

**Interim Standard 3: Rigorous Curriculum.** In the course of *connecting* subject matter and pedagogical studies, and in making them concurrent, the blended curriculum for undergraduate candidates maintains the quality, depth, scope and rigor of these two domains of teacher education.

**Interim Standard 4: Collaboration in Curriculum Development.** Faculty members from education and subject matter areas collaborate, as appropriate, to develop the content and instructional methods of the courses. The institution provides adequate time and resources to facilitate effective collaboration for developing program curriculum and courses.

**Interim Standard 5: Developmental Quality.** The Blended Program's coursework and field experiences are organized to reflect the developmental nature of learning-to-teach. The *California Standards for the Teaching Profession* are utilized throughout the program as a means to promote early deciders' dialogue and self-assessment regarding their preparation as prospective teachers.

**Interim Standard 6: Early Advisement.** The institution and its multiple academic units provide opportunities for undergraduate students to learn about routes to teaching and to identify themselves as possible candidates. The institution and its academic units provide accurate, comprehensive information that enables early deciders to pass required credential examinations and pursue required and elective coursework leading to degrees and credentials without unnecessary delays or duplications. The four-year institution works jointly with selected community colleges in providing this information to pre-

transfer students, and in identifying lower division courses that automatically earn transfer credits.

**Interim Standard 7: Guided Early Career Exploration.** The institution offers early career exploration activities that enable undergraduate students to make valid career decisions on the basis of current, first-hand information about the qualities and characteristics of teaching careers in California's K-12 schools. With appropriate support by the institution, undergraduate candidates pursue carefully planned and guided early field experiences in selected school settings where they meet teachers, observe their work, become acquainted with school-based resources that teachers use, and discuss and reflect on their observations and experiences. Field-based activities that satisfy existing standards for subject matter programs and professional preparation programs may fully satisfy this standard.

**Interim Standard 8: Intra-Institutional Collaboration.** Overall design and implementation of the program include communication, consultation and shared decision-making among the academic units that contribute to undergraduate teacher education. Specific responsibilities in the program, including program coordination and candidate advisement, are clearly assigned to specific academic units or officers at the institution. The institution provides adequate time and resources to facilitate effective program coordination, candidate advisement, faculty development, collaborative practices, and shared decision-making.

**Interim Standard 9: Inter-Institutional Collaboration.** Credential programs for undergraduate candidates include the active involvement of classroom teachers and school administrators who are responsible for the education of K-12 students. The involvement of K-12 educators encompasses multiple aspects of undergraduate teacher preparation including curriculum development and implementation, candidate recruitment and selection policies and the placement and supervision of student teachers and early field participants.

## **Attachment 1**

### **Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation**

#### **Blended Program Standard 1: Program Philosophy and Goals**

A Blended Program of Undergraduate Teacher Preparation provides candidates with a comprehensive and focused experience leading concurrently to the bachelor's degree and a Preliminary Teaching Credential. Within this context, a Blended Program should include an explicit statement describing how its design reflects and incorporates the following features considered central to the conceptual nature of Blended Programs:

- (a) carefully designed curricula involving subject matter and professional preparation that includes both connected and concurrent coursework;
- (b) a clearly developmental emphasis involving early and continuous advising, and early field experiences; and
- (c) explicit and supported mechanisms for collaboration among all involved in the design, leadership and on-going delivery of the program.

As well as addressing the unique aspects of this pathway to teaching, the design and content of a Blended Program will meet the Elementary Subject Matter or Single Subject Standards, the Multiple Subjects and/or Single Subject Professional Teacher Preparation Standards, or the Education Specialist Standards (as appropriate).

#### **Blended Program Standard 2: Developmental Quality of the Program**

A central feature of a Blended Program is the developmental quality of experiences related to the candidate's progression from student-learner to teacher-practitioner. A Blended Programs will introduce beginning students to the Teaching Performance Expectations as well as to the subject matter content specifications, encouraging discussion, reflection, and ongoing self-assessment in the context of both the university classroom and field experiences. Coursework and fieldwork in the program provide students with subject matter and related pedagogy at gradually more sophisticated levels.

### **Blended Program Standard 3: Curriculum Design**

A Blended Program prepares each candidate for a Multiple Subject or Single Subject Teaching Credential to demonstrate subject matter competence and readiness for a preliminary teaching credential by completing education courses connected with subject matter courses. In connecting subject matter and pedagogical studies, the blended curriculum emphasizes the quality, depth, rigor and scope of these two domains of teacher education. A Blended Program provides opportunities for candidates to learn and connect (a) the major themes, concepts, principles, and ways of knowing of discipline-based studies and of interdisciplinary studies; and (b) the delivery of content-specific instruction consistent with state-adopted academic content standards for students.

### **Blended Program Standard 4: Field Experience**

A Blended Program includes a developmental sequence of carefully planned, substantive, supervised field experiences, including at least one experience in a public school. By design, this supervised field work sequence: (1) begins in the candidate's first year in the Blended Program; (2) provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools; (3) extends candidates' understandings of major themes, concepts and principles learned in coursework; (4) contributes to candidates' fulfillment of the Teaching Performance Expectations; and (5) contributes to candidates' preparation for a teaching performance assessment.

### **Blended Program Standard 5: Collaboration**

The overall design and implementation of a Blended Program result from demonstrated, fully supported collaboration based on shared decision-making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. A Blended Program includes the active involvement of K-12 educators in curriculum development and program implementation. Where appropriate, the four-year institution works jointly with selected community colleges to develop a seamless transfer program.

### **Blended Program Standard 6: Advisement**

A Blended Program includes a system for identifying and tracking prospective and participating candidates and provides them with comprehensive and continuing advising that enables candidates to meet all program requirements in a timely way. As part of the advising process, the program informs undergraduate students about alternate routes to teaching and works jointly with community colleges to provide program-specific information to pre-transfer students.